ESL Stories - Yours and Mine

The Life and Times of Lillian

A Newcomer's Tale Circa 1900

Reader and Workbook
Adult, Secondary, College ESL and LBS Learners

by Fran Marshall

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Volunteer Literacy Tutoring
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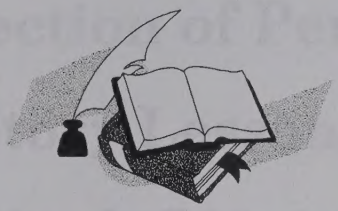
ESL Stories - Yours and Mine



The author of ***The Early Bird Special and ESL According to Fran*** presents the poignant story of the struggles and triumphs in the life of her mother, Lillian.

Each of the 16 units in the series is a complete lesson that comprises four pages.

Review pages, reading comprehension exercises and the epilogue of love follow the unit lessons.

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Canadian Cataloguing in Publication Data

Marshall, Fran

ESL Stories - Yours and Mine

ISBN 0-9681126-0-9

Fran's ESL Publications

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A Collection of Personal Story Lessons

Lillian's Life Story

- **Introductions**
- **Vocabulary Studies**
- **Stories**
- **Comprehension and Inference Questions**
- **Related Activities**
- **Writing the Story**
- **Review Activities**
- **Reading Comprehension Exercises**
- **Epilogue of Love**

Text by Fran Marshall

Design and Layout by Mary Hall

ACKNOWLEDGEMENTS

ESL Stories - Yours and Mine, The Life and Times of Lillian owes its existence to my adult ESL learners whose eager anticipation of each episode served as my inspiration.

I offer my appreciation to many Etobicoke ESL instructors for their enthusiastic response and positive feedback following the implementation of the stories, and to the workshop participants from other boards whose heartening evaluations encouraged me.

I gratefully acknowledge my friend and colleague, Mary Hall for her exemplary expertise in copy editing, typesetting and layout.

Finally, to my husband, Ross, my gratitude for his continuous loving support; to my daughter and son-in-law, Andrea and Richard, for their unwavering confidence; and to my grandchildren, Bradley and Kimberly, for their diversionary tactics.

I dedicate *ESL Stories*, in cherished memory of my mother, Lillian.

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ESL Stories - Yours and Mine

Personal anecdotes or short stories about us or people we know make up an important part of our lives. Therefore, they are a **valuable resource** for ESL classes.

Stories involve the skills of **listening, reading, speaking**, and **writing** -- and many aspects of each of these. Because they can bring about the best in teaching, learning, and writing, they belong at the heart of language acquisition.

The **bottom line** in ESL is how much language and life skills our learners obtain in each session. The **top priority** is how we can best facilitate the learning process.

When I started to work in ESL twenty-two years ago, it seemed natural to relate personal anecdotes. This storytelling allowed my learners to practice **asking questions to elicit information,** to hear how **verb tenses were used**, to learn **new vocabulary**, and to **retell events** in sequence. The classes quickly and spontaneously made **inferences** about omissions from the stories, and regularly **predicted** what might have happened next. Animated **discussions** became a vital part of our time together. **Grammar points** were reinforced and understood from the context of the story. **Follow-up skill activities** were eagerly completed.

Many learners accepted the challenge of writing what they had heard and retained. It soon followed that they were **writing their own personal anecdotes** or even their life stories to share with the class. Their writing appeared to give them a sense of power over their second language.

I was delighted when my **learners' interest** was **captivated** by incidents in my life, or someone I knew, or in the lives of other class members. The sharing of experiences requires a **supportive community environment** in an ESL classroom. As instructors, I believe that our role is to develop this atmosphere of trust. It surprised me at first to discover that people from all over the world were keenly interested in my personal stories -- sad, humorous, mundane, exciting, ridiculous. It amazed me that a **copious amount of learning happened** during the course of a story lesson. When the learners realized that the class and I were fascinated by **their** past experiences, present situations or future aspirations, they became zealous in their desire to **write**. They were grateful for the opportunity to share their customs and cultures, descriptions of family members, feelings about Canada, their vast store of memories.

Simply speaking, storytelling in ESL provides an **exciting medium** which allows the whole language process to take place. My inspiration to write some personal stories has come from the enthusiastic response of my learners. Their inspiration to write has come from the understanding that they have interesting and important things to share.

Real communication involves many interpersonal factors. Our stories -- **theirs, yours, and mine** -- connect us to our past, shape our present, and pave the way to our future.

GUIDELINES FOR USING ESL STORIES

1. **Introduce** the story with a **discussion** pertinent to the story line.

2. Use a **grammar opener** to introduce new vocabulary and reinforce question formation.

3. **Tell** one or two facts from the story.
   Pause. This is learners' **cue** to **ask for** information.
   Continue this way until entire story has been **elicited** by the class.
   Encourage learners' **inferences, predictions,** and **opinions** during the telling.
   Emphasize new vocabulary and idioms at the board.
   Be **dramatic, act out** parts.

4. Have students **retell** in **segments** what they heard and retained. Work in pairs or groups.

5. **Distribute copies** of the story and related activities. Individual students read **aloud** ***"a sentence that tells..."***

6. Do **comprehension** and **inference** questions, as many students as possible at the board.

7. Continue with **related grammar activities.**

8. Have students **write** a **brief summary** of the story.

Lillian's Life Story

A. Introduction

Each of us can think of a person who has had a major influence on us. That special someone might be a parent or other relative, a friend, or a teacher.

***Discuss** with the class one person who has made a lasting impression on your life.*

Today you will start to learn the extraordinary life story of a wonderful lady, the mother of an ESL teacher named Fran.

Your teacher will **tell** you the story **before** you read it. You will **ask** questions to **find out** information.

When your teacher **pauses**, that is your **cue** to **ask** for the facts.

Sometimes your teacher will ask, ***"What do you think happened next?"***

You will try to **predict** the answer.

Before you **hear** each part of the story, you will do an opening exercise.

After you **hear** each segment, you will **retell** it as you take turns with a partner.

Then you will **receive** your **copy** of that part of the story.

Next, you will answer **comprehension questions** and do the **follow-up exercises.** Some of you will work at the board as we take up the answers.

Finally, you will **write** a **brief summary** of the section.

B. Vocabulary Study for Part 1

Here is a list of words you will hear and read in the first part of the story. How many of them do you already know? Read them carefully. Fill in the blanks in the sentences with a word from the list that explains the meaning of the word or words in **bold** print.

Vocabulary List:

poverty	***tragedy***	***struggled***	***earn***
childbirth	***distraught***	***desperate***	***despicable***
courageously	***orphanage***	***abandoned***	***meager***

1. The family lived in _____ because they were **very poor**.
2. He **tried very hard**, he really _____ to **make** a living or _____ a living to support his family.
3. **A place for children with no parents** is called an _____.
4. A _____ is a **very sad event**.
5. A **brave** person acts _____.
6. He **left** them **behind**, he _____ his friends.
7. A **very mean** or **cruel** action is a _____ action.
8. When you are **extremely upset**, you are _____.
9. If you cannot do anything about a **hopeless** situation, you become _____.
10. His wife did **not** give him **enough** money, he had only a _____ allowance.
11. When her **baby** was **born**, she had an easy _____.

C. Lillian's Life Story - Part 1

Lillian was not born in Canada. She came into the world on May 3, 1904, in New York City. She was the fourth of seven children born to an immigrant couple from Austria. Sol and Miriam **must have come** by ship to their new world with brave hopes for a better future.

However, **poverty** and **tragedy** awaited them. It is believed that Sol **struggled** courageously to **earn** a living for his young wife and growing family. A new baby arrived each year and there was no money for medical care.

Two sad events occurred in Lillian's life when she was a very young child. When her mother, Miriam, died in **childbirth** around 1907, her **distraught** father, Sol, **must have been desperate**.

For some reason he decided to travel with his children to Toronto. To this day, no one knows why he **made up his mind** to do this. Did he have relatives in Toronto to help him?

Apparently he could find no help in Toronto, so he did a **despicable** thing. He **left** his children **behind** with their **meager** belongings in an **orphanage**. He **abandoned** them there. It is not known whether he intended to return for them because he was not heard from again. He never **turned up** at the orphanage. The children hoped that he would **appear**, but he had simply disappeared from their lives.

D. Comprehension and Inference Questions

1. Where and when was Lillian born?_____

2. Who were her parents? _____

3. How and why did they immigrate to the U.S.?

_____

4. Why do you think life was difficult for Sol and Miriam after they came to their new world? _____

5. What very sad event took place about 1907?

_____

6. For what reason did Sol decide to travel to Toronto with his family?

_____

7. Why did Sol abandon his children?

_____

8. When did he come back to the orphanage to get the little ones?

_____

9. What do you think happened to Sol?

_____

10. How did you feel when you heard this first part of Lillian's life story?

_____

E. Related Activities

• *Indirect Questions*

There are some unanswered questions about the story.

Finish these sentences:

1. I don't know why _____.

2. I'd like to find out where _____.

3. In Part 2 we will learn about _____.

• *Phrasal Verbs*

Ask a question using a one-word replacement for the phrasal verbs in these sentences.

1. Yesterday **he made up his mind** to leave home.
   When _____?

2. She didn't **turn up** at work because her children were ill.
   Why _____?

3. The thief **left** the stolen car **behind** when he escaped.
   What _____?

4. The elderly couple **passed away** in their burning home.
   Where _____?

F. Your Turn to Write - *Write a short account of Part 1.*

Lillian's Life Story - Part 2

A. Introduction

Briefly discuss what happened in the first part of the story about Lillian. Which words would you use to describe the story so far?
What do you think you will find out in the second part?

B. Vocabulary Study

Here is a list of words you will hear and see as you continue with Part 2.

Find a **synonym** for each word from Column A to match a word from Column B.

Column A	Column B
1. *frightened*	1. *without children*
2. *confused*	2. *brothers, sisters*
3. *huddled together*	3. *part*
4. *bleak*	4. *scared*
5. *in vain*	5. *crowded together*
6. *childless*	6. *place far from a town or city*
7. *outskirts*	7. *no use*
8. *despair*	8. *dull, bare*
9. *segment*	9. *mixed up*
10. *siblings*	10. *without hope*

C. Lillian's Life Story - Part 2

The **frightened**, **confused** children **huddled** together in their **bleak** surroundings. They spoke and understood only German and a little English. As they waited and watched **in vain** for their father to return, the older ones tried to comfort the younger ones.

Two or three years passed, and the children became used to living in the **orphanage**. When the oldest sister and brother disappeared during that time, Lillian asked questions, but she was never told where the others had gone.

It was the custom in the early 1900s for farmers to visit orphanages and choose children to work on their farms. There was no Children's Aid to protect those innocent little people.

A middle-aged farmer from northern Ontario travelled to Toronto by train. He and his wife were **childless**, so they needed help on their poor farm on the **outskirts** of a small village. The farmer looked the orphans over carefully. Finally, he chose a young lad about seven years old. His name was David and he was a year older than his sister, Lillian.

When the farmer and David were leaving the orphanage, Lillian cried out **in despair**. The brother who had protected her was going away! The farmer decided to take Lillian as well because she could help his wife in the farmhouse. The three youngest sisters and brothers pressed their faces against the orphanage window as they watched Lillian and David walk away with the stranger.

What would the future hold for Lillian and David? Would they ever see their **siblings** again?

D. Comprehension and Inference Questions

1. Why were the children frightened and confused?

_____

2. What happened to the two oldest children?

_____

3. Why did the farmer travel to Toronto?

_____

4. How did Lillian react when the farmer and David were leaving the orphanage? _____

5. For what reason did the farmer take Lillian with him?

_____

6. What will happen to the three youngest children?

_____

- ***Make Predictions***

1. I think that Lillian and David will _____

_____

2. I think that the farmer's wife will _____

_____

E. Related Activities

- ***Comparisons***

Fill in the blank spaces as you compare Lillian and David.

1. Lillian is _____ _____ old _____ David.

2. David is one year _____ _____ Lillian.

- ***Word Building***

Make nouns from these words. Make questions using the nouns.

confuse	***disappear***	***choose***	***protect***
innocent	***decide***	***strange***	***begin***

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

F. Your Turn to Write- *Write a brief summary of the events in Part 2.*

Lillian's Life Story - Part 3

A. Introduction

Briefly recap the main events from Parts 1 and 2.

B. Vocabulary Study and Sentence Structure

- ***Finish these sentences***

1. I feel sorry for Lillian and David because _____
2. I feel sorry for the three youngest children because _____
3. I am interested in finding out _____
4. I hope that Lillian's life on the farm will _____
5. I wonder what _____

- ***Past Tense Verb Endings***

You will hear and see the past tense of each of these verbs in Part 3.

scrub	***milk***	***have***	***continue***
go	***wash***	***feed***	***arrive***
gather	***ride***	***decide***	***sweep***
can	***help***	***become***	***attend***

Place the verbs in the simple past tense on this chart.

Irregular	***d ending***	***t ending***	***id ending***

Lillian's Life Story - Part 3

Lillian was about six years old, David was about seven, when they went to live on the farm. The farmer's wife was not pleased when her husband arrived from Toronto with a boy -- and a girl. She did not like the idea of "**another mouth to feed**". However, she soon learned that Lillian could work very hard for such a little girl.

Lillian and David were given chores to do every day. Lillian **scrubbed** the bare, wooden floors, **washed** the dishes, **gathered** the eggs, and **swept** the barn. David **helped** the farmer in the fields, **milked** the cows, and **fed** the chickens. About twice a month, they **rode** to the nearest village in a horse-drawn buggy. Most of their days were long and hard.

In the fall they **walked** to the one-room school about three kilometres from the farm. They **loved** school because there were other children and a pretty, young teacher. Lillian and David were very intelligent, so they **caught on** quickly. School was a wonderful new experience for them.

Just as they were learning to read and write and sing, the farmer's wife **became** ill. Lillian **had** to stay home to do the housework. How disappointed she was! David **continued** at school for a short time, but the farmer **decided** to keep him home, too, in order to work in the fields.

It was the same each year. Lillian and David **attended** school for only a few weeks. There was too much work, so they had little time for education. Nonetheless, the two little orphans **thought about** their lessons as they **laboured** on the farm.

D. Comprehension Questions

1. Why wasn't the farmer's wife pleased?

_____

2. Describe Lillian's chores.

_____

3. Describe David's chores.

_____

4. How often did they go to the village?

_____

5. What method of transportation did they have?

_____

6. What kind of school did Lillian and David attend?

_____

7. Why did they love school?

_____

8. For what reason did Lillian have to leave school?

_____

9. What happened each year?

_____

10. What did Lillian and David think about as they worked on the farm?

_____

E. Related Activities

• *What's the Difference?*

Make sentences to show when you use a, the or zero article. Explain the difference.

a farm _____

the farm _____

the farms _____

farms _____

a boy _____

the boy _____

the boys _____

boys _____

a school _____

the school _____

the schools _____

schools _____

a lesson _____

the lesson _____

the lessons _____

lessons _____

F. Your Turn to Write - *Write a brief summary of Part 3.*

Lillian's Life Story - Part 4

A. Introduction

Briefly ***retell*** *the main points from Part 3. What made you feel* ***sad*** *when you heard and read the third part of the story? What made you feel* ***happy*** *about that part?*

Something will happen in Part 4. This event involves ***David.*** *Can you* ***predict*** *what he will do?*

B. Vocabulary Study

• *Homonyms*

Part 4 contains words that **sound** the **same** as the words on this list. However, the words have different meanings. Write a **homonym** for each of these words. Use each **homonym** in a sentence.

past _____ _____

there _____ _____

bean _____ _____

aloud _____ _____

two _____ _____

him _____ _____

herd _____ _____

won _____ _____

fined _____ _____

wood _____ _____

C. Lillian's Life Story - Part 4

The years **passed** by slowly for Lillian and David. Sometimes they wondered about **their** father, brothers and sisters, but they rarely talked about them. In fact, they could scarcely remember what the others looked like.

If they had been **allowed** to attend school regularly, how different the children's lives could have **been**! Most of the time they spent on the farm doing the chores. Sometimes, on Sundays, they walked **to** the little country church with the farmer's wife. Lillian loved the **hymns** that she **heard** there. She memorized all the words and she sang every day while she **worked away**. It **made her feel good** to sing and she often **made up** songs in her head.

But David grew **sullen** and **withdrawn**. He was a very unhappy **14-year-old**. There were times when he did not communicate, even with Lillian. Then **one** terrible morning, the farmer, his wife, and Lillian, **looked all over** for David. They could not find him. They **searched** every corner of the farm and called out to him. David had disappeared in the middle of the night!

Lillian was heartbroken. She was sad, she was angry! Her brother, the only person she had in the world, had **abandoned** her without a word of explanation. He had **run off** without her. Her sadness and anger turned to worry. Where had he gone? What **would** happen to him? Lillian **wondered** whether she would ever see him again. She kept her thoughts to herself and tried to live each day as it came.

D. Comprehension and Inference Questions

1. Why do you think that Lillian and David rarely talked about their father, brother and sisters? _____

2. How would their lives have been different if they had been allowed to attend school regularly? _____

3. What did Lillian enjoy about going to church?

   _____

4. How does someone act if he is sullen and withdrawn?

   _____

5. Why couldn't the farmers and Lillian find David?

   _____

6. Describe Lillian's feelings about David's departure.

   _____

7. What was Lillian worried about? _____

8. What did Lillian wonder about? _____

9. How was Lillian's personality different from David's?

   _____

10. Which words describe how you feel about David's action?

    sad *angry* *pleased* *excited* *disgusted* *disappointed* *surprised*

E. Related Activities

- ***What's the Difference?***

Explain the difference in the meanings of these words:

fourteen years old _____ *fourteen-year-old* _____

passed by _____ *passed away* _____

passed out _____

wandered _____ *wondered* _____

anywhere _____ *nowhere* _____

run off _____ *run into* _____

run out of _____

feel good _____ *feel well* _____

made up a song _____ *made up her face* _____

made up after an argument _____

called out _____ *called up* _____

looked like _____ *looked all over* _____

looked up _____

The word ***spend****. Tell three different kinds of things you can spend.*

F. Your Turn to Write *- Write a brief summary of Part 4.*

Lillian's Life Story - Part 5

A. Introduction

Briefly discuss the main event from Part 4.

Try to predict Lillian's future.

Try to predict David's future.

B. Vocabulary Study

• *Antonyms*

In Part 5 you will hear and see **antonyms** for the words on the list.
Use each word and its **opposite** in a sentence.

Examples:

husband	*Her **husband** is proud of his **wife** and children.*
grateful	*Instead of being **grateful** to her, he was **ungrateful.***

similar _____

enemies _____

weak _____

nothing _____

ugly _____

frown _____

rich _____

young _____

always _____

fewer _____

no one _____

stopped _____

C. Lillian's Life Story - Part 5

The farmer was angry, and so was his wife. They asked each other why David had turned out to be such an **ungrateful** pup. Then they told Lillian that she would have to **take over** many of David's jobs because her **evil** brother had **let them down**.

Lillian did not sing as much as she had before. David had **deserted** her. She was often **worn out** from all the extra work. At first she watched and waited for David or some word from him. But neither ever came.

Occasionally, Lillian thought about **running away** too, but it was different for a girl. She had no money, no family, no friends, no education, no knowledge of the outside world. Where would she go? What could she do? She remained on the farm, the weeks became months, the months became years. As time **went on**, the farm couple were **not strong enough** to **look after** the house, the animals, the garden. Lillian **took care** of everything.

Even though she did not have pretty things to wear, she always **looked beautiful**. When they went to church or into the village, everyone noticed her lovely, **auburn** hair and her charming smile.

Someone else noticed Lillian, too. The old **bachelor** who lived on a very poor farm a few kilometres down the road started to come to visit. He had never been **sociable** before, so why did he come now?

I think you will guess the reason for his visits. He wanted to marry Lillian! When he came **to call**, he talked to the farmer and his wife. He said more words than he had spoken in years. He asked if he could have Lillian. They said yes.
Lillian was **desperate.** She did not want to marry this strange old man! She would not marry this strange old man! If only she had someone to **turn to!**

D. Comprehension and Inference Questions

1. How did the farm couple react to David's disappearance?

   _____

2. Why didn't Lillian sing as much as she had before?

   _____

3. What did she think about? _____

4. Why do you think running away was more difficult for a girl?

   _____

5. Why did Lillian take care of everything?

   _____

6. What did other people notice about Lillian?

   _____

7. Who started to come to visit? _____

8. Describe the unmarried farmer. _____

   _____

9. Why was Lillian desperate? _____

   _____

10. Why did Lillian need someone to turn to?

    _____

E. Related Activities

- ***Change the words, but keep the meaning the same.***

1. *She had no money, no family, no friends, no education , no knowledge of the outside world.*

   She didn't have _____

2. *He had never been sociable before.*

   He had always _____

3. *The farm couple were not strong enough.*

   The farm couple were _____

- ***What's the Difference?*** ***Make sentences. Explain.***

take over _____

take care of _____

worn _____

worn out _____

turned out _____

turned to _____

- ***The Past Perfect Tense***

Explain the use of the <u>past perfect</u> in these passages:

1. *David* ***had turned out*** *to be such an ungrateful pup.*
2. *...her evil brother* ***had let*** *them* ***down.***
3. *...****had deserted*** *her.*
4. ***...had*** *never* ***been*** *sociable before.*
5. *...more words than he* ***had spoken*** *in years.*

- What is the **homonym** for the simple past tense of ***guess***?

F. ✍Your Turn to Write- *Write a brief summary of Part 5*

Lillian's Life Story - Part 6

A. Introduction

Briefly discuss the main points from Part 5.

***Think about** the following statement and question.*

*We have obviously reached a point in the story where changes will occur. Will the changes be **better** or **worse** for Lillian?*

B. Conditionals and Prepositions

• *Conditional Circumstances in Lillian's Life*

If Lillian **had** relatives, she **could** turn to them for help.

Finish these conditionals:

1. If she **had** some money, _____
2. If she **had** some friends, _____
3. She **might** get a job if she _____
4. She **might** marry the old neighbour if he _____
5. If I **were** Lillian, I _____

• *What's Wrong?*

Correct the **preposition errors** in these sentences:

1. Lillian lived **to** the farm **at** northern Ontario.
2. She went **at** school **in** a short time **on** the fall.
3. She waited **by** a letter **to** David **from** the mail box.
4. She thought **to** running away **for** find David.
5. The farm couple were too weak **for** look **at** their farm.
6. An old bachelor came **for** visit because he wanted to get married **with** her.

C. Lillian's Life Story - Part 6

Lillian had to **make up her mind**. She had to **make a decision**. If she stayed on the farm, the farm couple would **talk her into** marrying an ugly, old man three times her age. If she married him, she would have to look after both farms. If she **ran off**, where would she go?

At last she decided that she would leave, but she was frightened. She would have to plan carefully. Should she tell the people she lived with that she wanted to leave them? Would they try to force her to remain there? If she **took off** without any warning, would they **come after** her?

Poor Lillian! Her mind was filled with worry and fear. Her usual sunny smile disappeared once again from her lovely face. As she worked, she could think of nothing except her unfortunate circumstances.

One of Lillian's many responsibilities was to take the large cans of cream to the train station in the village. Usually the farmer went with her and they returned home immediately. But one day he was too busy, and Lillian went by herself. This time she spoke to the friendly man at the station. They had a pleasant conversation about the weather, the crops, and the cost of shipping cream. The station man thought he would like to **get to know** Lillian better, but he didn't **let on**.

When Lillian got back to the farm, the farmer's wife angrily asked why she had taken so long. Lillian smiled for the first time in weeks. She **mumbled** an excuse to the woman, and **went about** doing her work. While she was preparing the evening meal, her thoughts wandered back to her trip to the station.

D. Comprehension and Inference Questions

1. Why was it necessary for Lillian to make a decision quite soon?

   _____

2. Why would Lillian end up looking after both farms if she married the neighbour? _____

3. What do you think were Lillian's biggest worries?

   _____

4. Where did Lillian take the large cans of cream?

   _____

5. What was her method of transportation? _____

6. For what reason was Lillian pleased about going to the train station by herself? _____

7. Which sentence indicates that the farmer's wife was suspicious of Lillian's lateness? _____

8. Why did Lillian smile for the first time in weeks?

   _____

9. What does the word *mumbled* mean? _____

10. Do you think that Lillian has found a friend? Why or why not?

    _____

    _____

E. Related Activities

• *Phrasal Verbs*

Use these expressions in as many ways as possible:

run off _____

_____

come after _____

_____

get back _____

_____

take off _____

_____

let on _____

_____

• *Preposition + Gerund*

Fill in the blanks in these sentences with a preposition and a gerund:

1. They would talk her _____ _____ the old man.
2. She was worried _____ _____ the farm couple.
3. She thought _____ _____ away.
4. She was tired _____ _____ the extra work.
5. She went _____ _____ her chores.

F. ✍ ***Your Turn to Write*** - *Write a brief summary of Part 6.*

Lillian's Life Story - Part 7

A. Introduction

Review the ***unfortunate circumstances*** *so far in Lillian's life.*

There were some things about Lillian's life that ***gave her pleasure.***

Recall the activities that she ***enjoyed.*** *Think of ways in which she* ***liked*** *farm life - ways that are* ***not mentioned*** *in the story.*

B. Negatives and Vocabulary Study

Change these sentences to the negative

1. The farm couple wanted Lillian to leave. _____
2. The station man ignored her. _____
3. Lillian should marry the bachelor farmer. _____
4. It would be easy for her to get a job. _____
5. Lillian has lived with her parents since she was very young.

   _____
6. She has had many choices in her life. _____

Which words would you choose to describe Lillian?

lovely	***selfish***	***musical***	***hopeful***
sad	***foolish***	***intelligent***	***caring***
unattractive	***disobedient***	***indecisive***	***blonde***
lonely	***wealthy***	***carefree***	***independent***

C. Lillian's Life Story - Part 7

The following week Lillian again took the cream cans to the railway station by herself. There, the handsome, young man listened carefully as she **talked about** her situation on the farm. How impressed he was with her natural beauty and charming **ways**! He felt sorry for her and he offered to help. Lillian was delighted when he asked if he could come to **call on** her.

At the farmhouse later, an argument **broke out** between Lillian and the farm couple. Never before had Lillian disagreed with them, but suddenly she heard herself saying that she would not marry the old bachelor. Somehow she summoned the courage to tell them that the station man would be coming to visit. They shouted that Lillian must stop her foolishness. They would arrange a marriage between the old man and her within a few weeks!

George, the station man, arrived at the farm the next day. The farmer told him to leave **right away** because Lillian was **promised** to another man. This made George angry. He left, but he returned the next morning. The farmer's wife **chased** him **away** with her broom.

Lillian was no longer allowed to transport the cream cans to the station. In fact, the farm couple **kept a close eye** on her, especially when she was toiling in the fields. George waited and watched for her, but she didn't **turn up.** He realized that it was time for him to **take action**. Otherwise, it might be too late.

D. Comprehension and Inference

1. Why did the station man offer to help Lillian?

_____

2. How often had Lillian disagreed with the farm couple?

_____

3. What did she refuse to do?

_____

4. In what way did she show courage?

_____

5. How would the farmers stop her foolishness?

_____

6. What made George angry?

_____

7. Why was he unable to see Lillian?

_____

8. Why did the farm couple *keep a close eye* on Lillian?

_____

9. George intended to *take action.* What do you think this means?

_____

10. Why might a delay in action be too late for Lillian?

E. Related Activities

- ***Synonyms***

There are words in the story that <u>mean the same</u> as the words on this list. Find a <u>synonym</u> for each.

manners _____

good-looking _____

assist _____

very pleased _____

single man _____

yelled _____

disagreement _____

immediately _____

ran after _____

loveliness _____

alone _____

visit _____

permitted _____

show up _____

- ***Finish these sentences***

1. I think Lillian should stand up for herself; otherwise _____

_____

2. George tried to see Lillian; however,_____

_____

F. ✍Your Turn to Write - *Write a brief account of the events in Part 7.*

Lillian's Life Story - Part 8

A. Introduction

A surprising event will occur in this part of Lillian's story.

Briefly review Part 7 and make your prediction for Part 8.

B. Vocabulary Study

- Make **adverbs** from these **adjectives.**

quiet	_____	*direct*	_____
confident	_____	*polite*	_____
shy	_____	*stubborn*	_____
intent	_____	*loud*	_____

- Ask a simple past question using each **adverb** with one of these question words: ***Why*** ***When*** ***Who*** ***Where***

  Example: *Why did she walk **quietly**?*

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

C. Lillian's Life Story - Part 8

George drove along the dusty, gravel road to the farmhouse in his new Model A Ford. Lillian was hanging the washing on the clothesline. George liked the way the sun made Lillian's hair shine.

The farmer's wife was sitting **quietly** in her rocking chair in the yard. When she saw George, she **called to** her husband who was planting the garden.

Lillian noticed George, but she didn't look **directly** at him. She was worried because she knew that they would send him away. Her thoughts were very confused.

George walked **confidently** across the yard. He politely asked if he could take Lillian for a drive in his new car. The old couple **stubbornly** refused his request. George became even more determined. He **turned to** Lillian and invited her to go with him. At first she ignored him. Then she **shyly** smiled. George's **heart melted.** He looked **intently** at Lillian for a few minutes, and then he surprised everyone, even himself!

He said **loudly** that he wanted to marry Lillian! The old couple **stared at** him in astonishment. Lillian thought she was going to **pass out.**

Should she go with this man? She had only known him for a few weeks. His whole life was a mystery to her. Should she remain at the farm and marry the poor old bachelor? If she didn't go with the station man, would she regret it later? Would she be safer if she stayed where she was? How could she possibly **make up her mind** in such a short time?

What do you think she did?

Comprehension and Inference Questions

1. What kind of car did George drive?

   _____

2. What was Lillian doing when he arrived at the farm?

   _____

3. What were the farmer and his wife doing?

   _____

4. Why didn't Lillian look directly at George?

   _____

5. Why did George's *"heart melt"*?

   _____

6. Why did Lillian think that she was going to faint?

   _____

7. Why would Lillian be uncertain about marrying George?

   _____

8. Which words would you use to describe George?

patient	*confident*	*impulsive*	*decisive*
slow	*optimistic*	*stubborn*	*unfriendly*

   _____

E. Related Activities

- ***Role Play***

Act out Part 8 in groups of 4, taking the roles of Lillian, George, the farmer, the farmer's wife.

Use body language and direct speech.

- ***Conditionals***

Finish these conditional sentences.

1. **If** Lillian **stays** on the farm, _____
2. **If** Lillian **marries** George, _____
3. **If** Lillian **had known** George for a longer time, _____

_____

4. **If I had been** Lillian, _____
5. **If I had been** George, _____

- ***Phrasal Verbs***

What is the difference between **pass out** and **pass away?**

_____

Give a different meaning for **pass out**, used as a **separable** expression.

F. ✍ ***Your Turn to Write*** - *Write the questions that Lillian asked herself in Part 8.*

Lillian's Life Story - Part 9

A. Introduction

Briefly review the astonishing turn of events in Part 8.

B. Reported Speech and Vocabulary Study

- ***Change to Reported Speech.***

1. George asked, "Can I take Lillian for a drive?"

_____

2. The farmer answered, "No, you can't!"

_____

3. George asked Lillian, "Do you want to go with me?"

_____

4. Lillian said, "I am not sure."

_____

5. George said loudly, "I will marry you."

_____

6. Lillian said, "I don't know what to do."

_____

- ***Nouns, Verbs - or Both?***

Work with a partner. One person uses the word as a noun, the other uses it as a verb.

drive	***smile***	***garden***	***request***
notice	***worry***	***farm***	***change***

C. Lillian's Life Story - Part 9

George went to the car and waited. Lillian **slowly** walked over to the farm couple. She told them **clearly** that she would like to go for a drive with George to discuss the amazing statement that he had just made. They responded by saying that if she left, she would never be allowed to return to the farm.

For a few minutes that seemed like hours, Lillian hesitated. Then she **pleaded** with them to give her a chance to get to know this man. They refused to **change their minds**. They wouldn't **budge**.

Lillian **ran into** the farmhouse, gathered up her few possessions, and with only a **backward glance**, she **strode** to the car, opened the door, got in and sat beside George. The car **took off** in a cloud of dust.

Later that day George and Lillian were married in the minister's house in the nearby village. Only four people were present at the simple **ceremony.**

Who were they?

It was a time of new beginnings, a time to **take a chance** on what the future might bring. Lillian never returned to the farm of her childhood.

D. Comprehension and Inference

1. Why did Lillian walk over to the farm couple ***slowly***?

_____

2. Which sentence makes you think they were unreasonable?

_____

3. Why did the few minutes seem like hours?

_____

4. What does the word *"pleaded"* mean?

_____

5. What do the words *"wouldn't budge"* mean?

_____

6. How did you learn that Lillian had made up her mind?

_____

7. How did you know that George was in a hurry?

_____

8. When and where were Lillian and George married?

_____

9. Were you pleased with Lillian's decision? Why or why not?

_____

10. Why didn't Lillian return to the farm of her childhood?

_____

E. Related Activities

- ***Finish these indirect questions.***

1. I wonder what _____
2. I'm interested in finding out where _____
3. I'd like to know what kind of _____
4. I hope we learn how many _____
5. I wish I knew whether _____

- ***Replace the underlined words with a phrasal verb.***

1. They <u>left</u> in a hurry. _____ _____
2. She <u>discussed</u> the situation with him. _____ _____
3. An argument <u>started</u> between them. _____ _____
4. He wanted to <u>visit</u> her. _____ _____
5. She almost <u>fainted.</u> _____ _____
6. She was very <u>confused.</u> _____ _____
7. He <u>continued</u> planting the garden. _____ _____
8. The children <u>understood</u> quickly. _____ _____
9. They were sad when they were <u>abandoned</u>. _____ _____
10. Did you <u>invent</u> the story or is it true? _____ _____

F. Your Turn to Write - *Describe the wedding between Lillian and George.*

Lillian's Life Story - Part 10

Beginnings always follow endings. When Lillian married George, it was the end of a part of her life. It was also the beginning of several new chapters.

Write the rest of Part 10 as you think it might have happened. Later, we will continue with Part 11.

Lillian's Life Story - Part 11

A. Introduction

Briefly review your version and those of people in your class about Part 10.

B. Vocabulary Study

- Place a prefix that means ***not*** with each of these **adjectives** or **adverbs:**

  married _____ ***pleasantly*** _____ ***patient*** _____

- Explain the meanings of these words or expressions:

  endeared her ***boarding house***

  good family connections ***transferred***

  free pass ***escalated***

- Make **nouns** from these **verbs:**

  select _____ ***ship*** _____

  cancel _____ ***arrive*** _____

- Make **adjectives** from these **nouns:**

  pride _____ ***shine*** _____

  excitement _____ ***generosity*** _____

  intelligence _____ ***patience*** _____

  perfection _____ ***beauty*** _____

C. Lillian's Life Story - Part 11

For the first two months of their married life, Lillian and George stayed in a **boarding house** in the village. Lillian willingly helped the landlady with the cooking and cleaning.

George proudly took Lillian to his home in another village to meet his parents and his four unmarried brothers. (His oldest brother had been a casualty of World War I.) At first, Lillian's mother-in-law was unpleasantly surprised that her son had married a 'girl' without **good family connections**. However, Lillian's lovely personality soon **endeared her** to everyone.

The young couple rented their first home after George **transferred** to a town about 200 km. south of the village. Lillian loved the house with its wood fireplace and shiny hardwood floors. She had a beautiful home of her own!

George had a **free pass** on the railway, so he and his bride travelled to Toronto to buy their furniture and household items. It was with great excitement that they made their selection at Eaton's. George was a generous, intelligent man, but he was also an impatient one. When the salesman said that the large order of **goods** would be shipped within two weeks, George replied that he wanted it sent that very day, or the order would be **cancelled**. George **won out in the end**. The furniture was transported by **special delivery**.

Lillian's happiness **escalated** when their beautiful, healthy daughter, **Elizabeth**, was born a year later. George's parents and brothers were ecstatic about having a baby girl in the family. Two years after Elizabeth's arrival, George and Lillian became the proud mother and father of a baby son, **Norman**. Lillian was sure that she had a perfect life.

D. Comprehension and Inference Questions

1. Why did Lillian and George stay in the boarding house for a while?

_____

2. How did George's mother react to his marriage?

_____

3. What did Lillian love about her first real home?

_____

4. How do you know that George was an impatient man?

_____

5. When did Lillian's happiness escalate?

_____

6. Why was George's family ecstatic about the birth of a baby girl?

_____

7. What special event occurred two years later?

_____

8. Why did Lillian think she had a perfect life?

_____

9. What kind of mother was Lillian?

_____

10. What kind of wife was Lillian? _____

E. Related Activities

Make a list of the household items that Lillian and George probably bought at Eaton's.

Living-room	*Dining-room*	*Kitchen*
Bedrooms	*Bathroom*	

- ***What's the Difference?***

  for the first two months _____

  in the first two months _____

  transferred to _____ ***transferred from*** _____

  on the railway _____ ***for the railway*** _____

  at Eaton's _____ ***from Eaton's*** _____

- ***Make a sentence with this expression: won out in the end.***

  _____

F. ✍ ***Your Turn to Write*** - *Write a brief summary of Part 11*

Lillian's Life Story - Part 12

A. Introduction

Discuss the ways in which Lillian's life has changed.

Compare and contrast Lillian's personality and George's personality.

B. Vocabulary Study

As you hear and read Part 12 of Lillian's story you will need to understand these expressions. Which ones can you use and explain to the class?

made a decision	***made a home***
made friends	***made up songs***
made progress	***homemaker***

What are other things you can ***make***?

What are things you can ***do***?

Place these words in one of the columns.

reservation	***money***
housework	***hair***
mistake	***plan***
appointment	***homework***
washing	***banking***
favour	***fun of***

MAKE	*DO*

C. Lillian's Life Story - Part 12

Lillian was a wonderful **homemaker**. She kept her home **spotlessly clean**; she became a cook of great **renown**. Her children were her **pride** and **joy**. She had a great desire to be the best mother in the world. George was sociable, fun-loving, and ambitious. He was also a **restless** person who loved a challenge. Because of his nature, the family moved several times. Lillian was always sorry to leave her friends behind, but she never questioned the decisions made by her husband. She **made a new home and new friends** wherever they lived.

George and Lillian had two **bright**, **lively** children. At that time a family with both a **son** and a **daughter** was called a '**millionaire's family**'. However, a **very joyful event** occurred later. Their third child, **Frances Lillian**, arrived on the scene. If you know the rather **immodest** author of this story, you will realize why this girl's birth was a truly **'blessed event'**!

Lillian always sang to her children. She loved to listen to the radio and she often **made up** her own **lyrics** to the songs she heard. Her **melodious** voice could be heard through her open kitchen windows.

When her children **made excellent progress** at school, Lillian was **overwhelmed** with pride. She studied their books, and with their help, **devoured** the knowledge that had been **denied** to her in her childhood. Her **inborn** ability **surfaced** as she became a **self-educated** person.

D. Comprehension and Inference Questions

1. In what ways was Lillian an excellent homemaker?

_____

2. Why do you think she wanted to be the best mother?

_____

3. Why did the family move several times?

_____

4. How did Lillian react to the many moves?

_____

5. What does the expression *'millionaire's family'* mean?

_____

6. What does the expression *'blessed event'* mean?

_____

7. How does the author describe the birth of the third child?

_____

8. Which words tell you that Lillian was creative?

_____

9. How did Lillian get an education? _____

10. Which parts of the story pleased you the most?

_____

E. Related Activities

- ***Finish these sentences:***

1. Lillian's homemaking skills were _____

   _____

2. Lillian was not a demanding wife; _____

   _____

3. Lillian's children made her proud because _____

   _____

4. A person who likes to socialize is _____
5. A person who has ambition is _____
6. A person who is **not** humble is _____
7. A person who sings well has a _____ voice.
8. Two things that people can devour are _____ and _____
9. A characteristic a person has at birth is _____
10. Words that can be made from the root word ***able*** are:

    _____ _____ _____ _____ _____

11. The noun from the verb *know* is _____

12. Three adjectives from the verb *know* are _____ _____

    _____.

F. ✍ ***Your Turn to Write*** - *Write a brief summary of Part 12.*

Lillian's Life Story - Part 13

A. Introduction

Briefly discuss the many positive situations from Part 12.

Which ones pleased you the most?

Was there a negative situation?

If so, what was it?

B. Vocabulary Study

Here are several words and expressions you will hear and read in Part 13.
How many do you already know?
Can you use them and explain them to the class?

afflicted	***hold her back***
suffer from	***with enthusiasm***
worsen	***wrote down***
quite imperfect	***curious about***
cope with	***vague***
impairment	***limited knowledge***
roots	***creations***
costume jewellry	***middle-aged***

C. Lillian's Life Story - Part 13

It is difficult to understand why bad things happen to good people. An unfortunate **disability afflicted** Lillian before she was middle-aged. She began to suffer from hearing loss, first in one ear and then in the other. As the condition **worsened,** Lillian said that she missed many things -- her children's voices, her favourite radio programs, the cheerful sound of the birds in her backyard.

Several years later, a series of quite imperfect hearing aids and lip reading helped her to cope with her deafness and she tried **desperately** not to let her **impairment hold her back**.

Lillian was particularly fond of poetry. She read with **enthusiasm**. Her memory was **remarkable**; she gave **outstanding recitations**, not only of poems she read, but her own **creations** as well. She never **wrote** her poems **down**, but she did not miss a word when she **related** those beautiful verses to others.

Lillian enjoyed wearing bright colours and lots of **costume jewellry**. Can you understand why?

Did Lillian ever wonder about her brothers and sisters? She didn't talk about her **background** to her children. They were **curious** and they often asked why they had no aunts, uncles or cousins on their mother's side. Both George and Lillian gave **vague** answers to the questions. It was **obvious** that neither one wanted to discuss this issue. Nevertheless, when Lillian's son, Norman was in his early twenties, he bought his first car. He made a decision to search for his mother's relatives. The search was based on his **limited** knowledge of their **roots**.

D. Comprehension and Inference Questions

1. What is difficult to understand?

   _____

2. What impairment afflicted Lillian?

   _____

3. How did Lillian cope? _____

4. In what way was Lillian gifted?

   _____

5. What did Lillian enjoy?

   _____

6. Why were her children curious?

   _____

7. How was it obvious that George and Lillian did not want to discuss it?

   _____

8. Why do you think they were reluctant to talk about it?

   _____

9. When did Norman decide to search for his mother's relatives?

   _____

10. Why do you think it is possible or impossible to find them?

    _____

E. Related Activities

- ***Word Building***

***worsen** means **to make or become worse**. Add **n** or **en** (suffix) to these words. Make questions with the new words.*

hard _____

dark _____

light _____

height _____

white _____

soft _____

less _____

wide _____

Can you add the suffix n or en to:

large ***act*** ***rich*** ***force***

Can you add the prefix en to those words?

Use the word miss with four different meanings:

1. _____

2. _____

3. _____

4. _____

F. ✍ ***Your Turn to Write*** - *Write a brief summary of Part 13.*

Lillian's Life Story - Part 14

A. Introduction

Briefly discuss Part 13.
Make predictions about Norman's success or failure in finding any member of Lillian's family.

Finish these sentences:

1. I hope that _____
2. It is doubtful that _____
3. It would be a miracle if _____

B. Vocabulary Study

Here is a vocabulary list of words that you will hear and see in Part 14.
Say them, use them, explain them.

maiden name	***long-lost***
incredible	***rapidly***
adamantly	***articulately***
quest	***on a whim***
scanned	***obtained***

Which ones are ***adjectives? adverbs? nouns? verbs? idioms?***

C. Lillian's Life Story - Part 14

What facts did Norman know about his mother's family? She was born in New York City; her mother died; her father abandoned the seven children. She lived on a farm during her childhood; her brother, David, ran away from the farm when he was in his early teens. Norman knew Lillian's **maiden** name.

Was there a possibility that someone **related to** Lillian lived in New York City?

Norman told his mother about the **incredible** journey he was going to take. How did Lillian feel about her son's desire to locate anyone connected to her past? She **adamantly refused** to admit any interest in his **quest**.

In 1952, Norman drove the three-day trip to New York City. After settling into a small, inexpensive motel, he obtained a copy of the large telephone directory. As he **scanned** the list of names, he excitedly saw his mother's maiden name, and an address. The first name was also listed -- the name was **David**!

Norman wasted no time. He went to a pay phone immediately and dialled the number. When a man's voice answered, Norman asked to speak to David. The voice replied, "This is David, who is calling, please?"

Lillian's son was incredulous. Could this man possibly be the long-lost uncle, the person he was hoping to find?

Norman explained that he had come on a whim to New York City from Ontario. His words of explanation were spoken rapidly, but articulately.

David listened with disbelief to the younger man's story.

D. Comprehension and Inference Questions

1. How did Lillian react to Norman's journey?

   _____

2. Why do you think she reacted this way?

   _____

3. What did Norman find in the New York City phone directory?

   _____

4. How did Norman speak to the man on the other end of the phone receiver?

   _____

5. How did David listen to the younger man's story?

   _____

6. What question was going through Norman's mind as they talked?

   _____

7. What question was going through David's mind as he listened?

   _____

8. Do you think that this man, David, will turn out to be Lillian's long-lost brother? _____

9. What do you expect to find out in Part 15?

   _____

10. Lillian was at her home in Ontario. What do you think she was wondering about? _____

E. Related Activities

- ***Direct Speech***

Write Norman's explanation to the man on the phone.

_____

_____

_____

- ***Prefix -'not'***

Add a 'not' prefix to these words:

credible	_____
expensive	_____
interested	_____
listed	_____
credulous	_____
possible	_____
belief	_____

- ***Relatives!***

1. David is Lillian's _____, George's _____ ___ _____, Norman's _____.
2. If David were married, his wife would be Lillian's _____ ___ _____.
3. If he had children, they would be Norman's _____, Lillian's _____ and _____.

F. ✍ ***Your Turn to Write*** - *Write a brief summary of Part 14.*

Lillian's Life Story - Part 15

A. Introduction

How would you describe the events from Part 14?

Are you optimistic about what will happen next?

What kind of person is Norman?

persistent	*curious*	*adventurous*
slow	*cautious*	*patient*
	a man of action	

B. Vocabulary Study

Fill in the blanks with a word from the list that you will hear and see in Part 15.

nephew	***impostor***	***hesitantly***
trembling	***exhausted***	***pondered***

1. Someone who pretends to be someone else is an _____.
2. He thought about it carefully, he _____ it.
3. His voice was shaking, it was actually _____.
4. Norman might be David's sister's son, his _____.
5. He was unsure, so he acted _____.
6. They were very tired, absolutely _____.

C. Lillian's Life Story - Part 15

David's mind was filled with uncertainty. He asked questions to find out whether this person on the phone **could** be his **nephew** -- the **son** of the **sister** he had **deserted** a **lifetime ago**. Or was this man an **impostor**?

David and Norman finally agreed to meet at a restaurant later that same day. But how would they find each other in a crowd?

Norman entered the restaurant **hesitantly**. As he was looking around, a man came over to him. They stared at each other in **disbelief**. Then David said in a **trembling voice**, "I **must** be your uncle. You look **exactly** as I did thirty years ago. Please tell me about your mother."

David led Norman to a quiet corner table. It is difficult to know who asked more questions or who talked more rapidly than the other. David wanted to know how many children Lillian had and what her life was like.

They were both exhausted from the emotional meeting. There was much to consider.

As Norman pondered the impact of his successful quest, David blurted out an astonishing statement. "Tomorrow I'd like you to meet my oldest sister, Felicia, your aunt who lives here in New York City."

D. Comprehension and Inference Questions

1. Why did David ask a lot of questions?

_____

2. Where did David and Norman agree to meet?

_____

3. Do you think this could be a problem?

_____

4. How did Norman enter the restaurant?

_____

5. Why did they stare at each other in disbelief?

_____

6. Why did David want to sit in a quiet corner?

_____

7. What kind of meeting was it? Why?

_____

8. Why did Norman ponder the impact of his quest?

_____

9. Were you prepared for David's astonishing statement?

_____

10. How do you think Norman felt? _____

E. Related Activities

- ***What's Wrong?***

Correct the errors in these sentences.

1. David was **certain** that Norman was his **niece**.
2. They **disagreed** about meeting **on a street corner**.
3. The restaurant might be **empty**.
4. Norman **didn't hesitate** when he **left** the restaurant.
5. They **glanced** at each other.
6. David **followed** Norman to a **noisy** corner.
7. They both talked very **slowly.**
8. There **wasn't anything** to consider.
9. Norman's quest was **unsuccessful**.
10. David **slowly made** an **expected** statement.
11. Norman expected David to tell him about his aunt.
12. I found this part easy to believe.

F. ✍ ***Your Turn to Write*** - *Write a paragraph about the surprise ending of Part 15.*

Lillian's Life Story - Part 16

A. Introduction

Read your paragraph (F - 15) to your partner.

Predict what will happen in Part 16.

B. Vocabulary Study

How many of these words or expressions can you use?

Try to make sentences with them.

inwardly doubted	***dumbfounded***
miraculous	***pick up***
took him to	***took to him***
resembled	***roundabout***
reminisced	***reunion***

- ***Word Building***

Make **nouns** from these **verbs.**

resemble _____ ***discover*** _____ ***graduate*** _____

attend _____ ***build*** _____ ***relate*** _____

. *Lillian's Life Story - Part 16*

Norman was **dumbfounded**. He had **inwardly doubted** that he would find one of his mother's relatives in New York City. The discovery of both an aunt and an uncle was **miraculous**! David **picked** him **up** the next day and **took** him **to** his apartment. Sitting in the living-room was an elegant lady who **resembled** his mother. Her name was Felicia, and she **took to** Norman immediately.

Felicia told Norman how she had been able to return to New York many years before. Her life had been quite different from Lillian's. She had graduated from university and had a very successful career in education.

David told Norman about his **roundabout** travels to the city of his birth. He, too, had built a good life, but the road had not been **smooth**. Felicia and David **reminisced** about their first **reunion** in New York. There were still many unanswered questions in Norman's mind.

The following summer Lillian's sister and brother attended the wedding of their niece, Elizabeth, in a little village in Ontario.

Norman and Felicia became very close friends. Felicia became a small part of Lillian's life. Norman took his mother to see her sister many times.

Lillian did not see David again.

Will Fran write the final chapters of Lillian's life story some day?

D. Comprehension and Inference Questions

1. Why was Norman dumbfounded?

   _____

2. What is a miracle? _____

3. How did Norman know that Felicia was Lillian's sister?

   _____

4. How do you think Felicia had been able to return to New York?

   _____

5. Do you think that David went directly to New York when he left the farm?

   _____

6. What do you think he might have done on his roundabout travels?

   _____

7. Who became close friends? _____

8. Did Felicia become an important part of Lillian's life?

   _____

9. Why do you think Lillian and David never saw each other again?

   _____

10. Do you think there is more that Fran could write?

    _____

E. Related Activities

- ***Finish these sentences:***

1. David **took** Norman **to** _____
2. Felicia **took to** Norman _____

- ***What is the difference in meaning?***

1. The young mother **picked** the baby **up**.
2. The young wife **picked** her husband **up**.
3. She **picked up** English very easily.
4. They **picked up** speed after they passed the truck.

- ***Compare and Contrast***

Consider the similarities and differences between Lillian and Felicia.

Discuss these with your partner and then with your group.

F. ✍ ***Your Turn to Write*** - *Lillian's Life Story ends with Part 16.*

Write how you feel about the ending.

Write the facts that you would still like to know.

Take Time to Review

Verbs to Nouns

There are many different suffixes that can change verbs to nouns.

Use this list of verbs and write the noun form that fits the sentence.

resemble	*write*	*reunite*	*begin*
live	*confuse*	*decide*	*enjoy*
occur	*communicate*	*attend*	*explain*
argue	*discover*	*admire*	*lose*
inform	*select*	*disappear*	*deliver*

1. Miriam's death was a sad _____.
2. Sol made the _____ to travel to Toronto.
3. The children's _____ at school was irregular.
4. Lillian was worried about David's _____.
5. An _____ broke out between Lillian and the farmers.
6. Lillian's mind was filled with _____.
7. Her marriage to George was a new _____.
8. George and Lillian made their _____ of furniture.
9. George demanded the _____ that very day.
10. Lillian got a lot of _____ from looking after her family and home.
11. Lillian suffered _____ of hearing in both ears.
12. Norman gave an articulate _____ to the man in New York.
13 Norman made a surprising _____ when he found an aunt and uncle.
14. There was a strong family _____ between Norman and David.
15. Lillian, David and Felicia had a _____ in Ontario.
16. However, there was no further _____ between Lillian and David.
17. Felicia gave some _____ about the family to Lillian.
18. Felicia's _____ was quite different from Lillian's.
19. Fran had a great deal of _____ for her mother.
20. Someday Fran will do more _____ about her mother's family.

Take Time to Review

Talk about the difference between :

1. Lillian and David.

2. Lillian and George.

3. Lillian and Felicia.

4. Lillian **used to** be able to hear, and Lillian **got used to** being deaf.

5. They **must have come** by ship, and they **had to come** by ship.

6. The elderly man **passed out,** and the elderly man **passed away**.

7. Felicia was **older,** and Felicia was **the oldest**.

8. They **wondered** about their siblings, and her mind **wandered** as she worked.

9. The car **took off** in a cloud of dust, and he **took off** his jacket.

10. She wore a lot of **expensive jewellry**, and she wore a lot of **costume jewellry**.

11. He was not a **patient** person, and he was not a good **patient**.

12. What was her life **like**? and What did she **like** about her life?

13. David **took** Norman to meet Felicia, and Felicia **took to** Norman immediately.

14. The farmers **kept a close eye on** Lillian, and Norman and Felicia became **close friends**.

15. Lillian **couldn't** leave the farm, and Lillian **wouldn't** leave the farm.

READING COMPREHENSION

to follow

THE LIFE AND TIMES OF LILLIAN

Discussion Topics

Multiple Choice

Matching Words

True / False

Sequencing

Vocabulary Building

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Reproducible for single class use

The Life and Times of Lillian

Discussion Questions

What is your opinion?

1. The saddest part of the story was .....
2. The happiest part was .....
3. The most disappointing part was .....
4. The most surprising part was .....
5. The most unbelievable part was .....

What do you think?

1. Why did the farmer's wife resent Lillian at first?
2. Why did she eventually appreciate Lillian?
3. Why didn't David contact Lillian from New York?
4. How did David find Felicia?
5. Why was David proud of himself?
6. Why was David ashamed of himself?
7. Who is the second nicest person in the story?
   The answer is Frances, Lillian's third child. If you gave a different answer, you are wrong.
8. Which is more important in a person's life - heredity or environment?

Multiple Choice Skill Questions

Choose the answer that best completes the sentence.

1. Lillian grew up in
   a) New York City
   b) Canada
   c) Austria

2. She had
   a) two older siblings
   b) three older siblings
   c) one younger sibling

3. Lillian's father
   a) deserted his children
   b) returned to the orphanage
   c) found his family many years later

4. David was
   a) not as old as Lillian
   b) second oldest in the family
   c) one year older than Lillian

5. Lillian enjoyed
   a) to sing
   b) singing
   c) to be on the farm

6. David and Lillian did not attend school regularly because
   a) the farmer need help
   b) they were needed to work on the farm
   c) they did not want to go

7. David ran away secretly because
   a) he wanted to be alone
   b) he was afraid the farmer would try to make him stay
   c) he was a cruel person

8. Lillian did not want to marry the old bachelor because
   a) he was poor
   b) he was not handsome
   c) he was much older than she was

9. George was
   a) interested in getting to know Lillian
   b) interesting to get to know Lillian
   c) interested to know more about Lillian

10. Lillian was
   a) bold
   b) worried
   c) calm

11. George tried
   a) to be polite to the farmer
   b) to be impatient
   c) to forget about Lillian

12. George and Lillian had
   a) an elaborate wedding
   b) a very small wedding
   c) time to prepare for their wedding

13. Their first home was
   a) an apartment in the city
   b) a farmhouse
   c) a rented house in a small town

14. Before Lillian and George had Frances
   a) they had a son and then a daughter
   b) they were unhappy
   c) they had a millionaire's family

15. Lillian enjoyed
   a) her home and family
   b) her career outside the home
   c) moving to different towns

16. Lillian became
    a) blind
    b) deaf
    c) lame

17. Lillian's children were
    a) not interested in her background
    b) knowledgeable about her background
    c) curious about her background

18. Lillian wanted Norman to
    a) find her relatives
    b) forget about taking a trip to New York
    c) ask a lot of questions

19. Norman's trip to New York was successful because
    a) he did not have car trouble
    b) he quickly found a small hotel
    c) he found David

20. David believed Norman was his nephew because
    a) they looked like each other
    b) of Norman's persistence
    c) Norman was an impostor

21. Felicia and Lillian
    a) had similar lifestyles
    b) looked like each other
    c) looked after each other

22. Lillian and David
    a) became close friends
    b) had drifted too far apart
    c) kept in touch with each other

23. Norman took Lillian
    a) to visit David in New York
    b) to visit Felicia
    c) to search for the rest of the family

Match the words in Column A with the words that mean the same in Column B.

A	B
took to	decide
deserted	morose
curious	immediately
make up one's mind	left quickly
took off	exhausted
right away	appear
turn up	formed a liking for
worn out	inquisitive
sullen	abandoned

True or False

Mark T if the sentence is true.
Mark F if the sentence is false, then make it true by changing one or two words.

1. David's wife was Lillian's sister-in-law.
2. Felicia was Lillian's mother.
3. George was Felicia's brother.
4. The family eventually found Sol.
5. Lillian's life story had no influence on Fran.
6. David's children were Fran's cousins.
7. I learned a lot of English from this book.

Number the events in the correct sequence.

Lillian worked hard on the farm.

When Lillian was a young woman she met George.

David and Lillian were taken by train to a farm.

The children were left in an orphanage.

David ran away.

The children were taken out of school.

Lillian and George got married.

They had a daughter, a son and another daughter.

George visited the farm in order to see Lillian.

Lillian enjoyed being a mother and a homemaker.

Lillian's children were inquisitive about her background.

The farmer's wife chased George with a broom.

Their first home was in a town north of Toronto.

Norman found David in New York.

Norman decided to look for his mother's relatives.

Your Turn to Write.

1. Write a paragraph to describe Lillian when she was a child.
2. Write a paragraph to describe Lillian as an adult.
3. Write the dialogue for episodes 7, 8, and 9. Role play the events.
4. Write the questions you would like Fran to answer.
5. Describe your feelings as you read the episodes.

Finish these sentences with several different endings.

1. Lillian enjoyed _____.

2. I would like to know _____.

3. I don't understand _____.

Change these adjectives to nouns and use each noun in a sentence.

desperate	possible	optimistic
cruel	able	patient
friendly	brave	simple
confused	miraculous	lovely
angry	different	modest
strong	final	hostile
active	lonely	proud
courageous	disappointed	enthusiastic
curious	confident	reluctant

An Epilogue of Love

from Fran

The greatest thing in the world is love, and it is that emotion that Lillian's family celebrates - the love that enriched our lives, the love that makes us thankful for the great gift of mortal joy shared with her.

Lillian was our beloved matriarch. Her earthly sojourn personified family, friendship and faith. Nana, as she was fondly known to her loved ones, was intensely proud of, and close to her family. She unconditionally loved my sister, my brother and me. In her mind, there was nothing we could not accomplish. She loved the people we married, the eight grandchildren we produced, the people they married, and the fifteen great-grandchildren they gave her. Each of us knew that we held a special place in that beautiful, caring heart - each one precious, respected, accepted for our unique attributes. Her fondest hopes and dreams were realized as she observed us individually, and as a family. She proudly attended university graduations, showers and weddings, baptisms and confirmations.

Lillian's little home was her castle as she welcomed everyone to visit and enjoy lively conversation, much laughter and her famous gourmet delicacies.

Lillian diligently strove through her home, family and friends to make the world a good, happy, peaceful place. She bequeathed to us a legacy of love and loyalty.

We remember her love, laughter, poetry, singing, her contagious enthusiasm for pretty things, bright colours, jewellery, and especially people.

The unwavering devotion shown to her by all her extended family was unsurpassed, according to the doctors and nurses at the hospital where she spent her final weeks.

And so we say, Godspeed, Brave Pilgrim - rest in peace and joy with all your loved ones, especially our precious Lori, our daughter who went before you. We know that love surrounds you there, as here.

Memories of Nana

from her granddaughter, Jane

When I remember Nana, I do so with a fond heart and a smile on my face. I'm a very, very lucky person to be Lillian's granddaughter.

I remember with fondness the love for her family, each and every one of us.

I remember how she saved her catalogues all winter so that we could play doll cut-outs on her front porch in the summer.

I remember picking raspberries and taking them straight to Nana's where she turned them into delicious pies and tarts.

I remember playing game after game of gin rummy with Nana in her back porch.

I remember Nana's traffic reports.

I remember Nana's little shanty.

I remember driving to the cottage and stopping to see Nana on the way. She'd always be ready with loads of chelsea buns and oatmeal cookies. Always.

I remember Nana reciting her poetry.

I remember the mountains of egg salad sandwiches she made for my lunch.

I remember her love for her little village. She would always say, " You won't find anywhere nicer on the French Riviera."

I remember Nana always trying to sneak money into my purse or pockets for a treat.

I remember she didn't like spiders, either.

I remember Nana and I travelled by train together, first out west and then down east. Nana wanted to see it all and do it all. She and I shared many a dessert.

I remember Nana reciting "How to Cook a Husband" to me at wedding showers and my wedding.

I remember how she never liked to go anywhere empty-handed, and she never did.

I remember Nana sitting outside watching the comings and goings on Main Street.

I remember how Nana listened to my many stories. She may have been hearing impaired, but she really knew how to listen.

I remember how Nana knew my friends and my friends knew Nana. They too, thought she was very special.

I remember Nana reciting her poem about twins to me when our twins were born. The last time she recited it perfectly, from start to finish, word for word from her hospital bed.

I remember a loving and very special Nana.

I asked the great-grandchildren what they remember and this is what they said:

She made yummy chelsea buns.
She had a hearing telephone on her ear.
We watched funny shows together.
She always sang nursery rhymes to me and we clapped and laughed.
She always wore all those necklaces and there was a picture of me in one.
She was proud of my hockey. She liked hockey.
She liked to pretend she was 103.
She liked to dress up.
We blew out the birthday candles together.
Whenever her hair was messy she said she looked as if she'd been out in a hurricane.
Her TV was on all the time. Her light was, too.
Once we spun around and around and we laughed and laughed together.
She loved me.

We will always remember Nana with love in our hearts. Thank you, Nana, for sharing with us - your thoughtfulness, your poetry, your generosity, your chelsea buns, your interest in everyone and everything, and most of all, your love.
We'll miss you, Nana.

Memories of Nana

from her grandson, Scott

I can so vividly remember those childhood summer days. The air was filled with that unmistakable, sweet smell of chelsea buns baking in the oven. The air was also filled with a half dozen or so kids all jockeying for the best position as those creamy, doughy, brown sugar laced, steaming hot marvels came out of the oven. The back porch, only open from spring to fall, would become an absolute chaotic, but organized, feeding frenzy, as only those with athletic ability, long reach, poor table manners and skillful buttering techniques would have an opportunity for a second bun.

I remember the time we all went to Disneyland. I thought it was so cool that my Nana was interested in Mickey Mouse, and was willing to trek all over the theme park in eighty degree weather on a day that turned out to be an attendance record. Nana still spoke about that day last year as she said, "Finding that twenty dollars in the washroom was a thrill, but you know, dear, they really should have called that place Dizzyland."

Carrying on conversations about the weather, the NHL, and how the teams were doing were topics about which Nana seemed to be well-informed, never totally pleased, but always fun. She was always interested in how business was going and most often offered some sage advice.
Her ability to tell a story with such detail and expression always amazed me, and her way with a song . . . ., I can honestly say that for a while that was the only thing that would make our son sit still for longer than a minute.

I'm really going to miss our mutual birthday parties; she always humoured us as the birthday cake came out and the festive song was finished, said she couldn't believe we remembered, and then more words, "Just a small piece, dear."

We will sadly miss Nana from our gatherings in the future, but we are very grateful for memories we share.

The Teddy Bear Adoption Party

- a celebration of love for Nana,
"our guardian angel, keeping watch above the lake"

It was the kind of glorious summer day that Nana had loved. The weather was beautiful, the air was festive, and many members of her family were together. Five great-granddaughters and their mothers gathered at Pat and David's cottage in response to an enticing invitation from Pat and Lauren. In party attire and jewellery, the guests arrived to honour Nana's memory in a very special way.

Pat had taken the fur coat in which Nana had always felt like a queen, and with magic hands and unsurpassed skill, had lovingly created five magnificent teddy bears. Each one was unique with its own facial expression and coloured ribbon. They waited impatiently on the cabinet to be adopted by the excited girls. Then, with eager anticipation, each great-granddaughter had a turn to choose her coveted bear. From the oldest to the youngest, they came forward to make the selection - "a little bit of Nana" - for posterity.

As the party continued, it became evident that the preparations had been flawless. The beautifully decorated table was laden with Nana's favourite fancy sandwiches, fruit and vegetable trays, and even a re-creation of Nana's famous chelsea buns. The tea was served Nana-style in fine china cups. Surrounding the food and lovely floral arrangement were framed copies of Nana's poems, pictures, and her life story. The two oldest girls, Lauren and Ashleigh, read Nana's poems. Kristen, the fourth in line, at five years of age, read the poem about twins. Kimberly chose the bear with the yellow ribbon. Christina chose the polka dot pink.

It was a perfect celebration of the unconditional love that Nana and her family felt for each other. It was not only a day of remembrance but a day to remember!

It was a day of magnificent glory!
David is Lillian's grandson.
Pat is David's wife.
Lauren is their daughter.
Nana had spent many winters with David, Pat, Lauren and Jeffrey. They shared a mutual adoration.

Fran's granddaughter, Kimberly, with her adopted bear

Lauren,
Pat and David's daughter,
preparing for the party

FIVE TEDDY BEARS WAITING TO BE ADOPTED

Five great
granddaughters,
Ashleigh, Kristen,
Christina,
Lauren, Kimberly

Lillian's daughters
Fran and Beth
with Beth's daughter, Jane

The Life and Times of Lillian

"Don't worry this true story has a happy ending. Lillian was my mother!"- Fran Marshall.

Lillian is one of several children of Austrian immigrants living in New York City in the early 1900s. When Lillian is three her mother dies. Her father takes the children to Canada and leaves them in an orphanage.

Follow Lillian's life through sixteen cliff hanging units. Everyone enjoys this heroic story. Students identify with Lillian's strong spirit and her triumph over adversity. Her story echoes their own struggle to settle in a new country.

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"My classes eagerly await the sequel to this wonderful ESL resource."

"Hurray for Lillian! Everyone applauded her indomitable spirit. Thank you, Fran, for sharing this beautiful story with us."

Fran Marshall is an ESL teacher who has been educating and entertaining students with her stories for many years.

ISBN 0-9681126-0-9

S0-BKD-765